

SED 521: Content Literacy and Learning in Multiethnic Secondary Schools

Required Textbook

Vaca, R.T., Vaca, J.L., & Mraz, M.E. (2020). *Content Area Reading: Literacy and Learning Across the Curriculum* (13th ed.). Pearson. [12th ed. okay]

Required Supplemental Texts

Content area textbook for your grade(s) – to be discussed.

Content Area Standards for your content/grade(s): (<http://www.cde.ca.gov/re/cc/index.asp>) or (<http://www.cde.ca.gov/be/st/ss/index.asp>) for content areas without Common Core standards

College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

Important Notice About CSUN Communication

CSUN sends **all** official communications by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail Forwarding. However, do be aware that some transmissions are not successful. It is your responsibility to check your CSUN email account regularly.

California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email.

SED 521 Course Learning Objectives

By the end of the course, you will be able to:

1. Demonstrate knowledge of the components for effective instructional delivery in literacy as described in the California Reading/Language Arts Framework and English Language Development Standards, including orientation, presentation, models/modeling, structured practice, and guided practice lesson components.
2. Utilize factors involved in emergent literacy to develop receptive (reading, listening) and productive (writing, speaking) competencies across the content areas for all students.
3. Develop an effective, balanced and comprehensive program of reading, writing, listening, speaking, and study/research skills in content area classes, including basic skills and advanced-level instruction.
4. Know and utilize in your planning research-based instructional approaches and strategies that build reading fluency, comprehension, background knowledge, academic language, and critical thinking across a range of text types in the discipline.
5. Know and utilize in your planning research-based instructional approaches and strategies that build writing fluency and skills and develop academic language across a range of text types, including narrative and exposition.
6. Know and utilize in your planning research-based instructional approaches and strategies that build content vocabulary knowledge and spelling skills.
7. Identify students' strengths and challenges in completing oral and written language tasks in relation to their linguistic backgrounds and prior educational experiences.
8. Analyze the academic language features of content area reading materials, including online and media text[s]; learning tasks; and the Common Core Content Standards in order to provide effective and scaffolded literacy instruction for subject learning.
9. Provide systematic and explicit differentiated instruction in the subject to meet the needs of a full range of learners.
10. Use diagnostic, formative, and summative assessments to monitor student learning, provide feedback to students, and as information for instructional planning and intervention.
11. Understand and use California standardized test results (e.g., CAHSEE, CST, district tests) to monitor student learning and as information for instructional planning and intervention.
12. Identify and use resources, including school-based support persons and groups, organizations, journals, and professional development opportunities for continued professional growth in literacy instruction.

Technology Requirements

Since some of our course materials will be posted in our course Canvas, and assignments will be submitted through Canvas, reliable internet is required. (Please see [here](#) for information on acquiring internet service.) You'll also need Microsoft Word (available at no charge from

CSUN) for submitting written assignments. You will need access to a computer (preferred) or tablet; please contact the bookstore for purchasing and [borrowing options](#) if needed.

CSUN IT can be reached at (818) 677-1400 (Monday – Friday, 8am – 5pm).

Free Microsoft Office Suite for Students: <https://www.csun.edu/it/microsoft-office>

(NOTE: The website recommends that you uninstall your previous versions before you install the latest.)

Class Procedures and Policies

1. The class is in-person but will post some materials in Canvas, and assignments will be submitted through Canvas. The occasional class may meet via ZOOM (with the class's prior permission).
2. On ZOOM, we prefer your camera on and your microphones muted unless speaking.
3. Please (re)name your ZOOM name with a name I will recognize when I take roll.
4. Participation in class activities and discussion is important.
5. Complete homework as assigned; turn in all papers typed, double-spaced, 12 point font (e.g., Times New Roman) with 1" margins all around. All assignments are to be submitted online through Canvas.
6. No late assignments without prior arrangements. Late assignments are graded 10% lower and are not allowed re-write privileges. (Do not wait until the last minute to start/submit an assignment; the internet can go down and create delays.)
7. The midterm exam cannot be made up (except for in cases of provable emergency).
8. The final project is the equivalent of a final exam and cannot be turned in late.
9. Grade challenges must be submitted in writing within one week of the returned grade.
10. Incomplete grades are for students who have submitted at least 51% of the assignments. In order to request an Incomplete grade, the student must make an appointment with the instructor to make arrangements for completion, and they must complete a Request for an Incomplete Form.
11. Please do not audio or video record, or take screenshots of, the class unless prior consent is obtained by the instructor and classmates.
12. Please check your CSUN email account regularly.

Requirements/Grading Policy

Regular attendance and participation in class activities/homework/journals	200
Fieldwork Assignment	200
Midterm Examination	200
Final Project	<u>200</u>
Total Points:	800

Grading Curve (all assignments and exams)

A	90% -- 100%	(90 – 93% A-)
B	80% -- 89%	(80 – 83% B- and 88 – 89% B+)
C	70% -- 79%	(70 – 73% C- and 78 – 79% C+)
D	60% -- 69%	(60 – 63% D- and 68 – 69% D+)
F	50% and lower	

Academic Dishonesty

Academic dishonesty includes, but is not limited to, plagiarism, copying answers, and using “cheat sheets.” One of the most common forms of academic dishonesty at the university level is plagiarism, sometimes accidental. Plagiarism is more complicated than just copying from a source (e.g., website, article, book) and pretending it’s your own work. Plagiarism can include using someone else’s ideas and not citing correctly. Or, it can include cutting and pasting information from a source and citing the source but not using quotation marks and page numbers. And, if you reuse your own assignment from another class, even that can be plagiarism!

If you are found participating in academic dishonesty you will fail the assignment, and possibly the course, and/or may be referred to the Vice President of Student Affairs. If you need help deciding if something is plagiarism, please ask! It is your responsibility to read and understand the University’s policy on academic dishonesty as described in the [University Catalog](#).

Disability Resources Available

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. If you need extra assistance with aspects of this course, please contact the [Disability Resources and Educational Services \(DRES\)](#) or the [National Center on Deafness \(NCOD\)](#). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. Please let me know if you need further information or assistance from me in order to facilitate your learning experience. If you would like to discuss your approved accommodation with me, please let me know and we can set up a virtual appointment.

Additional Campus Resources and Support

CSUN has a range of resources to support your academic goals, engagement with campus activities, and physical and mental health. I encourage you to browse the links below throughout the semester and the rest of your time at CSUN. Please let me know if you would like additional information on any of the resources below. These links are also included on the Canvas site.

Academic and Technical Resources

- [Oviatt Library](#) for browsing of books, articles, media and additional academic resources.
- [Learning Resource Center](#) offers tutoring, a writing center, & more.
- [Disabilities Resource Educational Services \(DRES\)](#) for assistance with accommodations.

- [CSUN Information Technology \(IT\)](#) for technology support with Canvas and software related issues. Their office is open for calls/chat M-F from 8am-5pm PST.
- [CSUN's Accessibility Policy](#) for more information on CSUN's goal to ensure that campus communication and information technology is accessible to everyone.
- [Oviatt Library Open Educational Resources \(OER\)](#) for affordable Health Science textbooks and educational resources.

Clubs and Campus Facilities

- [Oasis Wellness Center](#) for a welcoming destination where students can find serenity and relaxation, including meditation, massages, and workshops focused on managing stress.
- [Klotz Student Health Center](#) offering medical services, including Telehealth appointments.
- [Student Recreation Center \(SRC\)](#) for exercise and leisure activity that promotes wellness.
- [Career Center](#) for career, internship and job resources, resume writing, interview help & more.
- [USU](#) for a variety of services including lactation space, veterans' resources, and more.
- [Associated Students](#) providing programs designed to enhance the campus environment.
- [Financial Aid & Scholarships](#) offers aid for applications.

Additional Resources

- [CSUN with A HEART](#) for valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community.
- [Food Pantry at CSUN](#) providing food and toiletries for CSUN students in need.
- [University Counseling Center](#) offering free short term counseling services to students, including individual counseling, crisis intervention, group and workshops, and more.
- [Pride Center](#) supporting LGBTQIA+ students through programming and outreach.
- [Office of Equity and Diversity](#) supporting CSUN's commitment to maintaining an environment where no member of the campus community is subjected to any form of prohibited discrimination in any University program or activity.
- [Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs including suicide, drug help, rape or sexual assault, other crisis or urgent concerns and more.
- [Emergency MataCare grants](#), one-time grants to prevent evictions, urgent childcare issues, etc.

Proposed Class Schedule (Subject to Change)

WEEK	Reading due this week, class topics	Assignment(s) Due
1	Introductions Review course requirements; literacy; academic content literacy	Questionnaire, Journal Entry sample
2	Vacca – Chapter 1 <i>Literacy Matters</i> and Adol. Literacy Position Paper (in course Canvas) What is reading? Why is reading important across the content? Basic reading strategies and Active Readers vs. Passive Readers	Journal Entry 1
3	Vacca – Chapter 7 <i>Guiding Reading Comprehension</i> Metacognition, Question-Answer Relationships, See/Say/Hear, Mean, Matter, Scaffolding	Journal Entry 2
4	Possible ZOOM class Vacca – Chapter 2 <i>Learning with New Literacies</i> Before-During-After Reading, Children's Books, Web Quests	
5	Vacca – Chapter 11 <i>Learning with Multiple Texts</i> Visit from Oviatt's TCC; continuation of prior week	
6	Vacca – Chapter 3 <i>Culturally Responsive Teaching in Diverse Classrooms</i> Academic Language, ELL vs. ESL, SDAIE and Sheltered, Moll's Funds of Knowledge	Journal Entry 3
7	Vacca – Chapter 6 <i>Activating Prior Knowledge & Interest</i> Into and Prior Knowledge, Context Experiment, Anticipation Guides	
8	Vacca – Chapter 5 <i>Planning Instruction for Content Literacy</i> Content Standards, Literacy Standards, ELD Standards, and Standards-based Planning; English During Reading Activities: Squeeze, Literature Circles, DRTA; AI in Lesson Design	
9	Vacca – Chapter 4 <i>Assessing Students & Texts</i> Differences in Assessments, Goal Setting, Content Reading Inventories	Journal Entry 4
10	Midterm - ZOOM	

11	Vacca – Chapter 8 <i>Developing Vocab. and Concepts</i> Word Categories, Targeted Word Study, Academic Language I, Intro. Vocabulary Activities (Word Sort, Knowledge Rating, Mnemonic Devices, Cartoons, Four Square, Concept Circle)	Fieldwork Assignment
12	Vacca – Chapter 9 <i>Writing Across the Curriculum</i> Admit/Exit Slips, Unsent Letters, Biopoems, Learning Logs, Journals, Portfolios, Dialogues	
13	Vacca – Chapter 10 <i>Studying Text</i> Academic Language II (text structure, genres), Study Guides, Graphic Organizers	Journal Entry 5
14	Activity Logs, Differentiated Instruction (DI) (article in course Canvas), Using foldables to learn about DI Class Review TBD	DI Article
15	Social Reproduction Theory	
Final	5:30 – 7:30-pm	FINAL PROJECT DUE

My 521 Study Buddies (name and contact information):

1.

2.

3.

SED 521 Lead Syllabus Activities

MS/SS 1.1

Activity: Read highlighted portion of article, then discuss in your small groups. Whole-class discussion to follow.

Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141.

https://education.ucsc.edu/ellisa/pdfs/Moll_Amanti_1992_Funds_of_Knowledge.pdf

Discussion questions:

- What are the Funds of Knowledge?
- How does the concept of the Funds of Knowledge combat deficit thinking?
- How could the concept of the Funds of Knowledge enhance your teaching?
- What are some worries you have about the Funds of Knowledge

MS/SS 1.3

Using the pupil text “Volcanoes Put a Chill in the Air,” practice During Reading activities that will engage your pupils’ interest, increase motivation, and allow them to extend their learning.

During Reading activity 1 – SQUEEZE

During Reading activity 2 – Literature Circles

During Reading activity 3 – Directed Reading Thinking Activity (DRTA)

EYE ON THE ENVIRONMENT: Volcanoes Put a Chill in the Air

Imagine world temperatures rising to the point that ecosystems across the globe are drastically changed. Or consider the possibility of coastal beaches and cities permanently covered by a rising sea. Some scientists predict that such scenarios could become realities during your lifetime.

Hot Topics

When humans burn fossil fuels, such as gasoline and coal, the carbon dioxide that is released into the air disrupts the delicate balance of gases in the atmosphere. This added carbon dioxide traps extra heat at the earth’s surface, increasing the natural “greenhouse effect.” Because of this, some scientists think that average temperatures around the globe will rise at least 2° C by the year 2050. This could alter the earth’s weather, cause melting at the polar icecaps, and cause sea levels to rise. In order to understand the possible effects of human activity on the earth’s environment, scientists are studying another source of atmospheric disturbance – volcanoes.

The lava, gases, dust, and ash that spew into the atmosphere during a large volcanic eruption can darken the skies for hundreds of kilometers in all directions. In the months that follow an eruption, some of this material settles to the earth, but much of it remains

in the atmosphere, where wind currents disperse it around the world. At this point it is no longer visible to the human eye, yet the dust and gases from a single volcano may nonetheless affect the climate of the entire planet.

Cool Ideas About Volcanoes

In June of 1991, Mount Pinatubo began a long series of eruptions, filling the skies over the Philippines. The resulting lava, ash, and mud flows devastated 20,000 km of land, destroying homes, crops, livestock, roads, bridges, and forests. In addition, about 20 million tons of sulfur dioxide was released in to the atmosphere. Once in the atmosphere, sulfur dioxide combines with water to become sulfuric acid. Whereas carbon dioxide traps the sun's energy within the atmosphere, sulfuric acid seems to reflect the sun's energy back out into space. Because the sun provides warmth as well as light, scientists predicted that adding large amounts of sulfur dioxide to the atmosphere would have a cooling effect on the earth's surface.

Scientists carefully observed the effects of Mount Pinatubo to find out if their ideas about volcanic gases in the atmosphere were correct. As predicted, average global surface temperatures dropped about 0.6° C by late 1992 and began to recover slowly after that. (That may not seem like much, but remember that temperatures during the ice age were only about 5° C cooler than they are today!) These dramatic temperature decreases served to offset global warming, if only temporarily.

Analyzing the Past and the Future

Using data collected from the eruptions of Mount Pinatubo and other volcanoes, scientists are developing computer models that may help them better understand and predict global climate changes. Learning how the atmosphere is affected by such natural disasters will also help scientists understand how pollution from human sources affects the atmosphere. This knowledge may be instrumental in ensuring the future health of our atmosphere and all of the life that depends on it.

MS/SS 1.3 MS/SS 7.4 MS/SS 7.4 MS/SS 7.9

521 Field Report: Tutoring a Small Group of Students in Reading Comprehension

Identify a U.S. public middle or high school, a content area classroom, and a teacher of your choice. Tutor a small group of three to five students in reading comprehension, using reading materials assigned or approved by the content classroom teacher. Tutoring must be completed over a minimum of a three-hour period (does not need to be consecutive) with the same small group of students. Your report should address these key components:

1. Describe/summarize the demographics of the school (i.e., size, SES, population breakdown, etc.).
2. Include the teacher's name, school name, and contact information (email and/or phone number).
3. Identify the grade level and the class from where your tutored students came.
4. Give a profile for each of your tutored individuals (e.g., second language learner, struggling reader, special education student, gender, etc.).
5. Identify and describe the primary texts and materials being used (i.e., *Title*, author, date, reading level, topics/content, etc.).
6. Identify the specific learning objective(s) of the tutoring session(s). Include the common core content standard.

7. Describe the specific learning/reading strategies you used:
 - a) before (Consider an activity that informs you about your students' prior knowledge and language strengths/needs.)
 - b) during (Remember that certain comprehension strategies are better for certain text types.)
 - c) after (How did the activity help students process and/or reflect on the text?)

NOTE: Be sure to use at least one specific strategy experienced/ discussed in this course (521).

8. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets guided your choice or adaptation of the learning strategies you used to scaffold access to: a) core content **and** b) development of language proficiency for the tutoring objective(s).
9. Evaluate the effectiveness/outcomes of your approach:
 - a) Be sure to discuss students' language strengths **and** needs in relation to the language demands of your tutoring learning tasks and assessments.
 - b) Did the strategies you chose support specific aspects of students' language development? **Explain** how they did (not) support language development.
 - c) What feedback did you provide students? Explain how that feedback addresses their individual strengths and needs relative to the learning objectives measured.
 - d) What would you do to support students in understanding and using the feedback to guide their further learning?
10. Reflect upon your tutoring experience.
 - a) What did you learn **and** how will you apply this learning to your future teaching experience?
 - b) What other forms of literacy support are available to you and your students (e.g., Literacy Coach, Reading Specialist, BTSA support provider, mentor teacher) **and** how can these resources help you in your teaching?
11. Attach copies of: a) work samples for **all** students tutored **and** b) any prepared handouts/materials used.

MS/SS 1.5 MS/SS 1.5

Question – Answer Relationships (QAR)

Discussion: Are all questions alike? What if students can't provide an answer? How can you follow up with additional questions? How can you provide feedback?

Review the concept of on-the-surface questions vs. under-the-surface questions.

Read about Question – Answer Relationships in Vacca textbook, look over the graphic, then create questions in the different categories using the "Volcanoes Put a Chill in the Air" (see above).

Right There

The answer is explicitly stated in the text.
The question asks for details that are *right there*.

Think and Search

The answer will require integrating information from different areas in the text.
The question asks the reader to *think and search* for related information in more than one paragraph.

Author and You

The answer is a combination of information that the reader already knows and what the author states in the text. The question asks for information from both the *author and you*.

On Your Own

The answer will come from the reader's own personal knowledge and experience. The question asks for an opinion or information from the reader.

Discuss QAR for other content areas, then apply to math.

On-the-Surface Information:

Question to be solved:

Under-the-Surface Information:

My solution:

Answer in a complete sentence:

10

MS/SS 1.6

Graphic Organizer

In pairs, create a graphic organizer on chart paper to show the relationships for the words/terms below. Be prepared to explain your graphic organizer with the pair next to you. We will hold a full-class discussion after the sharing.

EL(L)

ELD

ESL

SDAIE

Sheltered

LTEL

BICS

CALP

MS/SS 1.7

Pick one of the children's books, art pieces, or video clips available to you. Preview it and fill out the form.

Using Alternate Texts

1. Title of children's book, art work, film clip, etc.

2. Author/Artist/Director/Etc. _____

3. Copyright/Production date _____

4. Summary of the text (work)

5. Topic or Theme

6. Unit or Lesson I can use this with and how it enhances my content area (incl. content standard if you've had Methods already)

MS/SS 1.7

Say/Mean/Matter, See/Mean/Matter, Hear/Mean/Matter

Goal: To scaffold the skill of analyzing, we can use prose, art, music, comics, etc.

<p>SAY – What does the text say? Quote directly and use correct citation procedures (MLA <u>or</u> APA).</p>	<p>MEAN – What does your evidence mean? Give the context, background etc. Paraphrase or summarize the author's point in the quotation.</p>	<p>MATTER – What does this quotation matter to your thesis? Explain how this quotation supports your point.</p>
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SEE – What do you see? List nouns and adjectives.	MEAN – What does it mean? What is the point being conveyed?	MATTER – How does this matter to the unit?
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HEAR – What do you hear in the music?	MEAN – What does the music make you feel?	MATTER – How does this piece fit with what we’ve discussed in class?
Dynamics: Very Soft Very Loud Tempo: Very Slow Very Fast Mood/Orchestral Color: Lower-pitched instruments <i>Bass, cello, tuba, trombones, bassoons</i> Higher-pitched instruments <i>Violins, trumpets, horns, clarinets, flutes</i> Cymbals and drums		

MS/SS 2.5 MS/SS 4.4

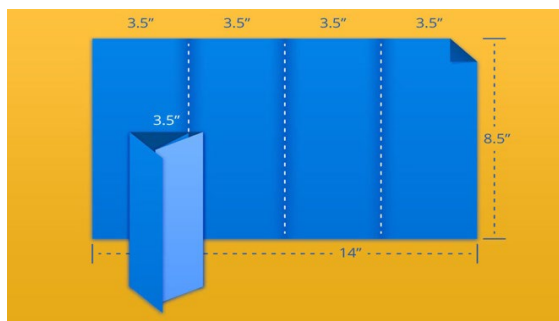
Foldables: Notes on Differentiated Instruction

Willis, S. & Mann, L. (2000). Differentiating instruction. *Curriculum Update*, Winter 2000.

www.ascd.org/publications/curriculum-update/winter2000

Using the four-fold technique, fold your colored paper accordingly, then title each section:

Content, Process, Product, and Time at the top. Take notes in each column as your peers discuss ways to differentiate class content, process, products, and time.



MS/SS 3.2

Content Reading Inventories (CRIs)

Try the sample CRI provided, whole class discussion, then create a short CRI for a text in your content area.

Sample – Vacca Textbook **SED 521 Content Reading Inventory**

Section I: Textual Reading

Using your textbook or your previous knowledge, answer each of the following questions.

A. Internal Aids

1. On what page does Chapter 2 begin? What is the title of the section of which it is a part?
2. On what page(s) would you find information regarding high stakes testing?

B. External Aids

3. What is one website where you could find out about standardized tests?

Section II: Vocabulary Knowledge

Read about “Content Area Reading Inventories” in Vacca. Based upon what you have read, answer the questions in Sections II and III.

4. What does CARI stand for?

Section III: Comprehension

5. What is the point of using the CARI strategy?
6. What is shown in Figure 4.7?

MS/SS 3.5

Read through and discuss with your elbow partner what you notice about the Glossary of SDAIE activities provided in the handout (from https://www.cvusd.us/uploaded/Ed_Services/Reclassification_Criteria/EL-SDAIE-Strategies.pdf). Whole-class discussion to follow. **MS/SS 5.7** After the discussion about what SDAIE is and what counts as a SDAIE activity (and how ELD scaffolding can also benefit native English speakers), connect these ideas with what you learned about Funds of Knowledge, the graphic organizer you created with the ELD terms, and the ELD assessment results to discuss ways you can use all of this information to plan instruction.

MS/SS 3.5 MS/SS 7.8

Writing to Learn

After learning about different forms of academic writing and their purposes, we will now try Writing to Learn (WtL). For your content area, think about a topic/reading/unit of study and

write about it using one of the following WtL activities:

Unsent Letters
Biopoems
Dialogues
Admit/Exit Slip
Journal Writing

After, we will discuss purpose, best method for using them, scaffolding, and when/how to infuse academic vocabulary and structure.

MS/SS 3.6

Using AI in Lesson Design

View Dr. Wolfe's video, then follow the steps in the course Canvas to use 2 different AI platforms to create a lesson for your content area for your student population. The steps will show you how to do this. After you create the lessons, compare them using the comparison analysis.

MS/SS 4.8, Next step, adapt your lesson by individualizing to your students: Prompt the AI platform to adapt the lesson by adding information about pupil needs (e.g., pupil with dyslexia).

MS/SS 3.7

WebQuests

Read the article:

Pak, M. (2015, Sept.) Developing academic technology skills with webquests. *California English*, 21(1), 11-13.

Complete The Walden Woods WebQuest in the article.

MS/SS 4.3

After participating in the Context Experiment from the article, class discussion on how students' prior knowledge (correct knowledge and erroneous knowledge) can affect learning. Students can bring prior knowledge from other content areas and this can both hinder and assist.

Bransford, J.D. & Johnson, M.K. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. *Journal of Verbal Learning and Verbal Behavior*, 11, 717-726.

MS/SS 4.3

Word Categories

After reading the recommendations on which words to teach, using "Volcanoes Put a Chill in the Air" (see above), choose words you would teach 9th graders who need to read the text.

Remember to place them in the following categories:

Lesson Specific	Cross Content	Academic
Words that if your students don't know, they will have trouble comprehending the text and lesson.	Words that commonly appear in your content area and other content areas.	Words that commonly appear in academic environments (e.g., standardized tests).

After, we will discuss as a whole class how many words to teach and how to choose which ones from each category.

Final Project

SED 521 FINAL PROJECT

Please remember that the purpose of the final project is to show mastery of the concepts and strategies covered in THIS class. Consequently, all activities and lessons included in the final project should reflect work completed or amended by the student submitting the work; likewise, the work should demonstrate instructional strategies, philosophies, and concepts covered in class. Final projects that fail to reflect this guideline will be graded down significantly.

Reading Lesson – Develop a Reading Process main text (e.g., textbook) lesson based on a unit/chapter or excerpt from your main text **AND** also a tradebook text. The lessons* should include:

PART I. – UNIT Overview and General Information

- A. a unit overview that includes the title, course, subject, approximate number of days for this unit, goal/purpose of the unit.
- B. the learners' profiles and needs, class, grade level(s), etc. (short paragraph)

Reading Lessons' Information

- C. one to two California content standards that will be addressed during the course of the **reading lessons** **AND** one to two ELD standards **AND** one or two Common Core Literacy standards
(Note: Cut and paste/write out all standards)

PART II. – Main Text Lessons

- D. i. a copy of the main text selection; *Title*, author/s, copyright date (with a short summary, if appropriate)
- ii. a Before Reading activity for the main text: detailed description of the activity steps, including sample handouts, explanation for how **this** activity serves as a before reading activity
- iii. a During Reading activity for the main text: detailed description of the activity steps, including sample handouts, explanation for how **this** activity serves as a during reading activity (Note: make sure you explain when/how students will read)
- iv. an After Reading activity for the main text: detailed description of the activity steps, including sample handouts, explanation for how **this** activity serves as an after reading activity

PART III. – Tradebook Lessons

- E. i. a copy, or first few pages, and cover page of a tradebook; *Title*, author/s, copyright date (with a short summary, if appropriate)
- ii. explain how this tradebook supplements the content/skill provided in the textbook selection and helps address the standards that you have chosen for the unit.
- iii. a Before Reading activity for the tradebook: detailed description of the activity steps, including sample handouts, explanation for how **this** activity serves as a before reading activity
- iv. a During Reading activity for the tradebook: detailed description of the activity steps,

- including sample handouts, explanation for how **this** activity serves as a during reading activity (Note: make sure you explain when/how students will read)
- i. an After Reading activity for the tradebook: detailed description of the activity steps, including sample handouts, explanation for how **this** activity serves as an after reading activity

PART IV. Formative Assessment

F. the formative assessment that you would use at the conclusion of the reading lessons to address the lesson standards you have identified

NOTE:

- You must include at least one **G)** small group activity and **H)** an activity that meets the needs of second language learners and/or struggling readers. These activities should be included as part of the text lessons and **identify** them as such (**bold**). **Do not create separate activities.**
- This text lesson does not have to focus on literature books only; the point of this activity is to create lesson plans that assist students to use your main classroom text (e.g., textbook) and comprehend it.
- *You do not need to use a lesson plan format.
- Challenge points: Built in time for your students to self-assess, reflect, or re-do an assignment, activity, or formative assessment.

MS/SS 5.3

Metacognition

Review excerpt from Vacca on Low Achievement, Learned Helplessness, and Metacognition. In your groups, create a graphic organizer that explains their relationship. Whole-class discussion to follow.

MS/SS 5.3

Goal Setting

Review how pupils can set learning goals for themselves at the beginning of a unit. Discuss ways to arrive at the goals (e.g., have pupils view previous work), way to track the goals (e.g. learning journal), and then how to assist pupils to self-assess at the end of the unit to see if they met their learning goal. Break into pairs and create a goal-setting template to use with your students. Can use goal setting language from the Expository Reading & Writing Curriculum (ERWC) 3.0.

MS/SS 5.4 MS/SS 5.5 MS/SS 5.6

Differences in Assessments

Discuss formal, informal, standardized, authentic assessments, and methods of feedback and how to share assessment results (and which ones) with students and families. Review the common assessments used by local school districts. Provide a sample class's worth of assessment data (e.g., a portion of the CAASPP, with teacher-generated (false) scores) and discuss what the data reveals, how it can be useful for teaching/learning, the politics/controversies around standardized testing, and who on their campuses can assist them to interpret assessment results.

MS/SS 6.1 MS/SS 7.1 MS/SS 7.1 MS/SS 7.9

Standards-Based Planning

Using sample content area standards (e.g., ELA, mathematics, art, and/or life science), whole-class modeling of breaking down the standard, connecting to literacy (if applicable) and ELD (if applicable) standard/s, then connecting to Bloom's Taxonomy and culminating task/s. How will you plan curriculum and instruction to teach to your content area standards AND the literacy (if applicable) and ELD (if applicable) standards? How do you ensure that your culminating task/s assess your standards?

After the whole-class modeling, get into content-alike pairs and practice using a content area standard, literacy (if applicable), and ELD (if applicable) standard/s.

End-of-class discussion topic: Reflect on your own teaching practice AND level of subject matter and pedagogical knowledge to plan and implement instruction to improve your students' learning. The share your thoughts with a content-alike partner.

MS/SS 7.5

Scaffolding

Review excerpt about Lev Vygotsky's Zone of Proximal Development. Review the graphic organizer, and discuss what application this has to teaching. How does this help teachers to better understand how to support students from foundational literacy skills to reading increasingly complex texts, especially texts specific to your content area?

MS/SS 7.5 MS/SS 7.8 MS/SS 7.11

Academic Language

Read the handout defining Academic Language. Discussion questions about the politics of language; how some language came to be privileged; differences between home language, colloquial/slang language, "standard" English, dialects, 2nd and 3rd languages, academic language, translanguaging. How can you help students to honor all language and know when to use what register? How do the literacy and ELD standards help teachers plan and instruct?

Now think about aspects of texts in your content area that are specific to your discipline. How can you make those attributes less hidden for your students? Some examples: Provide text structure templates, reading guides, graphic organizers.

MS/SS 7.6

During Reading Activities

Review what we learned about preparing to read, during reading, and after reading goals. Now focus on During Reading activities and how they increase reading comprehension. Experience Squeeze Reading activity, Literature Circles, and Directed-Reading-Thinking-Activity (DRTA).

MS/SS 7.7

Vocabulary Activities

Review how to choose words to teach, how many, and now how to introduce new words. Break up into pairs or small groups, choose a word from the list we generated when we chose words

from the “Volcanoes Put a Chill in the Air” text and categorized them. Each pair/group should choose a vocabulary activity for their word, and these will be presented to the class.

Word Sort, Knowledge Rating chart, Mnemonic Devices,
Cartoons, Four Square, Concept Circle

Reminder: In order for students to learn new words, they need many opportunities to use them (speaking, writing, reading) over time.

SED 521: Content Literacy and Learning in Multiethnic Secondary Schools TPE Index

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